College of San Mateo

Student Services
ANNUAL UPDATE
PROGRAM REVIEW &
PLANNING
Form Approved 9/2/2008:
Governing Council
Revised: 3/9/2010

DEPARTMENT OR PROGRAM: Assessment/Testing

1. **BRIEF DESCRIPTION OF PROGRAM:**

The Office of Assessment/Testing Services is a vital part of the College's counseling and matriculation program that provides a comprehensive range of assessments, both for native and non-native speakers of English, and other course placement services to help and support matriculating students at College of San Mateo.

Assessment/Testing Services at CSM offers both computerized and manual placement testing for English, reading, English as a second language (ESL), and mathematics on a year-round basis. Our program provides testing support and accommodations for Disabled Students Programs & Services (DSPS) students and administers ability-to-benefit (ATB) test for the Office of Financial Aid. In addition, our program also administers the Test of Essential Academic Skills (TEAS) test which is required for all incoming nursing students. Moreover, starting fall of 2010, the Office of Assessment/Testing Services, in collaboration with Library Services, has been administering the CSM Information Competency Proficiency Exam. The new Information Competency requirement must be satisfied by students with catalog rights beginning fall of 2010.

While our primary function is to provide assessment and testing services, our program also serves as the central location that implements and supports the course prerequisite equivalency and prerequisite challenge process for College of San Mateo. Beginning fall of 2011, more than 60 courses with prerequisite and corequisite requirements will have computerized prerequisite checking in place. This important function includes assisting instructional divisions, faculty and staff with course prerequisite equivalency and challenge process, providing assistance to students in submitting their course equivalency and challenge petitions and providing information regarding additional requirements, delivering the completed packet to the division office, notifying students on the outcome of the petition, and entering appropriate override codes in Banner to facilitate student enrollment.

Assessment/Testing Services supports the College's matriculation requirements. Our program provides coordination and implementation of the Priority Enrollment Program (PEP) for high school seniors which includes sending confirmation letters that outline the matriculation steps for new students, maintaining assessment and priority enrollment information on the CSM web page, facilitating extensive public contact via phone, e-mail and in-person, administering placement tests, and directing them to complete the College Orientation and Course Selection Workshop. Last year, the PEP program had helped facilitate the enrollment of more than 600 students in the fall semester. Our program also participates in other student orientation programs and administers placement testing for incoming international students, cosmetology, nursing, concurrent enrollment and middle college high school students.

2. **Based on data from *Core Program and Student Success Indicators* (provided by PRIE for programs offering courses), information you have collected about student users, data about the numbers of student users, results of student satisfaction surveys, and the goals**

stated in your most recent Program Review, please identify any key successes and challenges.

Based on SARS Appointment Scheduling System summary report data, the Office of Assessment/Testing Services has served more than *5,800* students in the 2010-2011 testing cycle. This number indicates that our program is committed to providing students with information they need to establish their career goals and broaden their opportunity for academic achievement. Although our program had actively encouraged students to complete the survey and provide feedback, only a small number of students had participated in the annual student satisfaction survey. However, the data and comments of our students are helpful and can be used to further improve the delivery of our program's services.

Seventy-eight percent (78%) of respondents indicated that overall quality of the placement testing process was either "Very Good" or "Good." Most students were pleased to have their questions answered by the placement testing staff; ninety-six percent (96%) of the students responded either "Excellent," "Very Good" or "Good" while three percent (3%) indicated "Fair." Ninety-six percent (96%) said that test proctors provided clear instructions and answers to their questions. This figure indicates that our Assessment staff are committed to helping and assisting matriculating students with their assessment and course placement testing needs while providing enrollment information and directing them to complete the next steps of the matriculation process.

Seventy-one percent (71%) thought the times and hours of availability of placement testing were "Very Good" and "Good" while seventeen percent (17%) responded "Fair." These figures suggest that since we offer computerized placement testing on a year-round basis, there are more opportunities for students to take the placement tests they need. Although these numbers are significant, our program needs to continue to develop, implement and evaluate methods to better promote and broaden testing availability to students. In regards to testing location, eighty-four percent (84%) indicated that the area was considered quiet and comfortable; sixteen percent (16%) found the testing area not suitable for their testing needs. With the opening of the College Center in Building 10, our program's new location should be able to provide a more ideal and comfortable setting for students.

Eighty-one percent (81%) of respondents indicated "I Cannot Say at This Time" that the English or ESL placement test placed them in the appropriate level coursework, and eighteen percent (18%) indicated "No." In 2010-2011, Assessment/Testing Services had worked with Planning and Research Office and division faculty to facilitate testing validation and update and implement new cut scores for Reading and English. The main goal is to ensure that students are appropriately placed in Reading and English courses and to provide instructors and counselors with essential information they need to help students achieve academic success.

While thirty-one percent (31%) pointed out that the math placement test did not place them in appropriate level coursework, only twelve percent (12%) felt that they were placed appropriately and fifty-six percent (56%) indicated "I Cannot Say at This Time." As a college-wide effort to help students succeed when they retake their math placement test, Assessment/Testing Services, in collaboration with Counseling and Math divisions, has been supporting and promoting the College of San Mateo Math Boost Workshop. This workshop, an intensive review in mathematics, provides students with free access to tutorial program and direct tutoring from math faculty. In order to make this workshop more accessible to students, our program has helped develop and maintain the CSM Math Boost Workshop Scheduling System on WebSMART. The Assessment/Testing Services continue to provide a web-based Placement Test Scheduling System as an expanded service that allows students to make their appointments online.

A number of respondents indicated that they learned more about assessment and matriculation services at CSM after visiting the Assessment Center. This figure shows that our program staff are committed to helping and assisting matriculating students achieve their career and educational goals. Sixty-two percent (62%) of students indicated that they were able to identify the recommended English, reading and math courses and locate classes online or in the Schedule of Classes while thirty-seven percent (37%) said "Somewhat." In support of previous data, sixty percent (60%) demonstrated that they learned how to access WebSMART to retrieve their test results, student information, and register for classes. Since the demand for WebSMART access and other online services continue to increase, our unit needs to continue to develop, implement and evaluate the delivery of these services.

Our program has been effectively implementing and supporting the course prerequisite equivalency and prerequisite challenge process for College of San Mateo. We have also provided assistance in updating prerequisite information for CSM. This includes updating Frequently Asked Questions (FAQs) for the web page, compiling a list of all CSM courses that will have computerized prerequisite and corequisite checking, and creating a Prerequisite Review Grid on SARS to track the number of prerequisite submissions. Beginning fall of 2011, more than 60 courses with prerequisite and corequisite requirements will have computerized prerequisite checking in place. Due to limited staff, it may take longer time to process prerequisite equivalency submissions starting in the fall.

Starting fall of 2010, the Office of Assessment/Testing Services, in collaboration with Library Services, has been administering the CSM Information Competency Proficiency Exam. Prior to full implementation of the ICP Exam, our program had helped develop, implement and evaluate the exam's administration and service delivery including setting up new ICP codes in Banner and developing an ICP Exam Frequently Asked Questions (FAQs) page on the Library Services web page.

Our program continues to provide coordination and implementation of the Priority Enrollment Program (PEP) for new students and incoming high school seniors. Last year, the PEP program had successfully facilitated the enrollment of more than 600 students in the fall semester.

3.   **Are you on track for meeting the goals/targets that your program identified in its most recent Program Review? If not, please explain possible reasons why. If needed, update your goal/targets based on these reasons.**

Although most of the goals/targets that our program identified in our recent Program Review are done on an on-going basis, overall our program is on track for meeting those goals as indicated on item #2.

4.   **Have you identified any new goals or projects for the program to focus on during this next year? Please explain (grants, stipends, initiatives, etc.).**

The on-going goals or projects that our program has identified for next year are as follow:
- Our program will continue to develop, implement and evaluate ways to further enhance access and delivery of assessment/testing services
- Continue to develop and implement plans for the Priority Enrollment Program (PEP) to examine recruitment strategies, improve matriculation program services delivery, and provide support for the CSM College Orientation and Course Selection Workshop
- Continue to be part of CSM Basic Skills Initiative (BSI) and support other developmental course initiatives that address the needs of under-prepared students
- Continue to develop, implement and evaluate methods to improve delivery of web-based assessment/testing services
- Our program will continue to implement and support the course prerequisite equivalency

and prerequisite challenge process for CSM that includes assisting instructional divisions, faculty, staff and students with course equivalency and challenge process requirements.

5. Are there any critical issues you expect to face in the coming year? How will you address those challenges?

The Office of Assessment/Testing Services had lost one (1) full-time classified employee due to the recent managed hiring in the District. As a result, our program has been functioning with only one (1) full-time employee while serving an increased number of new, returning and continuing students. Given the State's current financial situation, more students from local high schools, the California State University (CSU) and University of California (UC) systems, and other members of the community are likely to attend community colleges such as College of San Mateo to fulfill their needs for classes and to achieve their career and educational goals. Our challenge is to provide much needed assessment/testing services and other support services to more students with limited resources and staff. Beginning fall of 2011, more than 60 courses with prerequisite and corequisite requirements will have computerized prerequisite checking in place and our program will continue to implement and support the course prerequisite equivalency and prerequisite challenge process for CSM. We will address our staffing needs in the coming year by hiring Federal Work Study students through the Office of Financial Aid. Moreover, other counseling support staff may be able provide us with much needed assistance and support during peak testing and registration period. Nonetheless, in an effort to address anticipated needs and challenges, we will continue to review the methods and delivery of our programs and services.

6.   STUDENT LEARNING OUTCOMES (SLOs) AND ASSESSMENT FOCUS FOR THIS YEAR:
   a. Identify at least one course SLO on which to focus. Describe the assessment strategies you will use and your method of reflection and documentation for this cycle.

Program Student Learning Outcomes (SLOs)
▪ Upon receiving placement results, and having a discussion with the Placement staff, students will be able to read and identify the recommended English, reading, ESL and math courses; locate the classes online or in the Schedule of Classes.

Assessment Strategies
1. Through discussion or observation, students will demonstrate the next step of the matriculation process. This outcome can be observed by Assessment staff and Counseling staff; therefore it is an outcome which promotes dialogue between colleagues, or 2. Through a survey which is given to students after they complete the placement test. (Survey question: After you visited the Assessment Center, were you able to identify the recommended English, reading, ESL and math courses and locate classes online or in the Schedule of Classes?)

Method of Reflection/Documentation
▪ Assessment staff will evaluate the SLO and survey results to determine if students can read and understand which courses they are eligible for and to determine if students understand the need for counseling.

7.   SUMMARY OF RESOURCES NEEDED TO REACH PROGRAM ACTION STEPS
   (Data resources: Educational Master Plan, 2008; Institutional Priorities, 2008-2011; College Index, 2009-2010; GE-SLOs, SLOs; department and program records; Core Program and Student Success Indicators; previous Program Review and Planning reports; other data)

   a. In the matrices below, itemize the resources needed to reach program action steps and describe the expected outcomes for program improvement.* Specifically, describe the

potential outcomes of receiving these resources and the programmatic impact if the requested resources cannot be granted.

*Note: Whenever possible, requests should stem from assessment of SLOs and the resulting program changes or plans. Ideally, SLOs are assessed, the assessments lead to planning, and the resources requested link directly to those plans.

Full-Time Faculty Positions Requested (if applicable)	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Not applicable (N/A)		

Classified Positions Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Not applicable (N/A)		

   b. For instructional resources or program resources including equipment and materials, please list the exact items you want to acquire and the total costs, including tax, shipping, and handling. Include items used (such as computers and furniture) and all materials designed for use by students and staff as resources (such as lab equipment, books, CDs, technology-based materials, educational software, tests, non-printed materials, etc). Add rows to the tables as necessary. If you have questions as to the specificity required, please consult with your dean. Please list by priority.

Resources Requested	Expected Outcomes if Granted and Expected Impact if Not Granted	If applicable, briefly indicate how the requested resources will link to achieving department action steps based on SLO assessment.
Not applicable (N/A)		

*Status = New, Upgrade, Replacement, Maintenance or Repair.

8. PROGRAM REVIEW PARTICIPANTS AND SIGNATURES
Date of this *Annual Update for Program Review and Planning* evaluation: March 25, 2011

Please list the department's *Annual Update for Program Review and Planning* report team as appropriate:

Primary program contact person: Christopher Rico, Program Services Coordinator
Phone and email address: (650) 574-6189, ricoc@smccd.edu
Full-time faculty: (N/A)
Part-time faculty: (N/A)
Administrator: Marsha Ramezane, Dean of Counseling, Advising and Matriculation
Classified staff: Same as primary program contact person
Student: (N/A)

Primary Program Contact Person's Signature	*Date*

Full-time Faculty's Signature	*Date*

Part-time Faculty's Signature **(as appropriate)**	*Date*

Administrator's Signature **(as appropriate)**	*Date*

Classified Staff Person's Signature **(as appropriate)**	*Date*

Student's Signature **(as appropriate)**	*Date*

Dean's Signature	*Date*